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ABSTRACT

This report examines the indicators of institutional effectiveness for Mount Hood Community College (MHCC) (Oregon). The document reports on five institutional goals: (1) knowledge-based workforce education and services; (2) access for members of the community and development of an environment in which diversity thrives; (3) economic development, with emphasis on information, engineering, biomedical and biological technologies; (4) seamless transfer opportunities to colleges, universities, and careers; and (5) an infrastructure and support services to ensure student success. Outcomes for goals include: (1) 92% of employers responding to surveys reported being "very satisfied" with program services; (2) increased FTE enrollment target of 3% for 2001-2002 was met and exceeded, with an actual increase of 6.1% over 1999-2000; (3) a 70% employment or continuing education rate among professional technical graduates; (4) over the past four years, the annual percentage growth rate in gift revenues was nearly 15%; and (5) grant aid to students increased from $2.0 million and 988 students in 1996-97 to $3.5 million and 1,491 students in 2000-2001. Benchmarks and evaluation measurements for the third goal remain to be completed. (NB)

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INSTITUTIONAL EFFECTIVENESS (IE) REPORT
Fall 2001

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http://www.mhcc.edu/ci/allabout/research/assessment/main.htm

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INSTITUTIONAL EFFECTIVENESS AND EDUCATIONAL ASSESSMENT

Introduction

Increasing demands for accountability has been one of the defining characteristics of postsecondary education since the early 1990s. Whether at the federal level (Student Right-to-Know Act), state level (Oregon State Board of Education "Performance Measures" for the community colleges), or locally (planning and budgeting, accreditation), assessing institutional effectiveness and educational offerings is an ongoing challenge. The most recent full-scope accreditation review of MHCC, conducted in fall 1997, highlighted accountability through two general recommendations to "assess institutional effectiveness based on a new or refined list of Indicators of Effectiveness and periodically make the results public," and to "eliminate inconsistencies and unevenness in educational program assessments." Educational assessment is also an important component of developing the institutional master plan in terms of anticipating future curriculum and service needs for the community (http://www.mhcc.edu/ci/allabout/research/institutional_master_plan/main.htm).

The initial Institutional Effectiveness Report for MHCC was published in fall 1999. The IE report was designed by the Educational Assessment Task Force, co-chaired by Vern Porter, Instructor in Welding, and Dan Walleri, Director of Research and Planning (**http://www.mhcc.edu/ci/allabout/research/assessment/main.htm**). The report is organized around the five college goals and core indicators with standards. For example, under the first college goal, Knowledge-Based Workforce, indicators reviewed include graduation rates and student performance on licensure exams among others. Each of these indicators has a standard based on peer institutional comparisons or target improvements to be achieved over time. For example, the standard for graduation rate is to maintain a favorable comparison to the number of graduates per student FTE (full-time equivalency) for peer community colleges in Oregon. On the other hand, the standard for job placement of MHCC graduates is a fixed target of 70% employed or continuing their education in field of study.

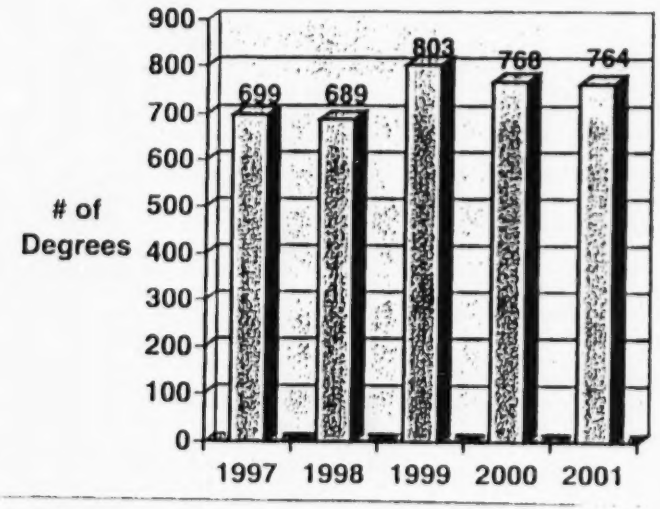
The indicators of institutional effectiveness have counterparts at the unit level (program, discipline or area of course offerings such as Continuing Education). During 2001-2002, all MHCC programs and disciplines completed first cycle of new educational assessment process designed by the Educational Assessment Task Force.

Since the college goals and performance indicators were significantly revised in fall 2001, there is no information reported for some of the indicators. Benchmarks and measurements for many of the indicators are currently under development.

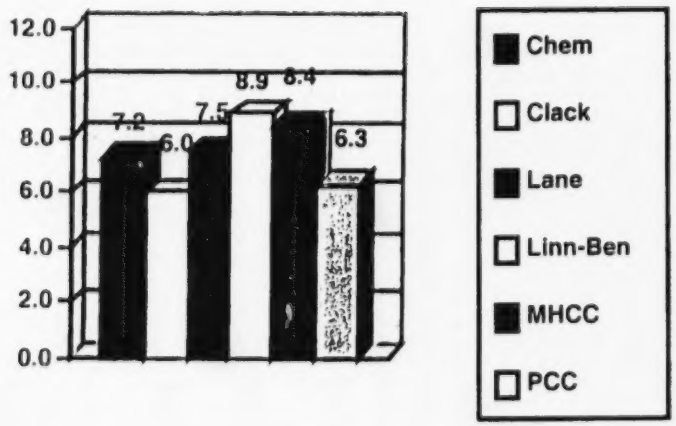
Goal #1: **Knowledge-Based Workforce.** Provide knowledge-based educational offerings to meet student and community needs, with a complementary set of student and community support services.

Indicator 1.1 Graduation/Completion. Maintain level of graduates as a percentage of total annual FTE of comparable community colleges in the State of Oregon. For 2000, MHCC rate is 8.4%, second highest among comparison group. 1999-00 Profile, Oregon Department of Community Colleges and Workforce Development.

MHCC Degrees/Certificates by Year



Graduates as a Percent of FTE 2000



College Goal #1: **Knowledge-Based Workforce** (con't)

Indicator 1.2 Licensure/Certification Examination Results. Licensure/certification examination results for MHCC graduates from selected programs. In addition to results reported in table below, 2001 Nursing pass rate is 97% with rate for Funeral Service 100%.

Program	*# Tested 2000*	*# Pass 2000*	*% Pass 2000*	*National Rate*	*# Tested 2001*	*# Pass 2001*	*% Pass 2001*	*National Rate*
Medical Assistant	4	2	**50%**	63%	10	9	**90%**	56%
Dental Hygiene	15	15	**100%**	NA	16	16	**100%**	94%
EMT					38	30	**79%**	NA
Nursing	23	23	**100%**	NA	28	27	**96%**	84%
Respiratory Care	5*	5*	**100%**	82%	5*	5*	**100%**	NA
Physical Therapist Asst.	22	22	**100%**	NA	18	18	**100%**	NA
Occupational Therapy Asst.	6	6	**100%**	82%	6	6	**100%**	NA
Surgical Tech	5*	6*	**83%**	75%	1*	1*	**100%**	NA
Funeral Sciences	24	25	**96%**	86%	25	24	**96%**	79%
Welding	87	81	**93%**	NA	46	43	**93%**	NA

* Graduates of Respiratory Care and Surgical Technology are not mandated to take the exam to secure employment, thus, numbers reported do not reflect the number of graduates for these two programs.

College Goal #1: **Knowledge-Based Workforce** (con't)

Indicator 1.3 Living Wage. Minimum of $10 per hour or $400 per week. Recent data is not available due to restrictions of wage match data implemented by Oregon Employment Department. However, during 2001-2002 all the community colleges in Oregon participated in a socio-economic impact analysis conducted by CCBenefits, Inc. Below is summary of findings with regard to student return on investment (tuition, fees and other costs associated with education and deferred income from employment alternatives versus increase in income derived from college education). For additional information see: http://www.mhcc.edu/ci/allabout/research/publications/socioeconomic_benefits/main.htm.

- **Students enjoy an attractive 25% annual return on their investment of time and money—for every $1 the student invests in MHCC, he or she will receive a cumulative $4.20 in higher future earnings over the next 30 years.** The student's perspective on the benefits of higher education is the most obvious: he or she sacrifices tuition and current earnings for a lifetime of higher earnings. For every credit completed MHCC students will, on average, earn $87 more per year, every year they are in the workforce. Alternatively, for every full-time year they attend they will earn an additional $3,831 per year. In the aggregate (all exiting students), the higher earnings amount to some $37.2 million per year, every year they remain in the workforce.

- From an investment standpoint, MHCC students will enjoy a 25% rate of return on their investments of time and money, which compares favorably with the returns on other investments, e.g., the long-term return on US stocks and bonds. The corresponding B/C ratio (the sum of the discounted future benefits divided by the sum of the discounted costs) is 4.2, i.e., for every $1 the student invests in MHCC education he or she will receive a cumulative of $4.20 in higher future earnings over the next 30 years or so. The payback period (the time needed to recover all costs) is 5.1 years.
    - The Socioeconomic Benefits
      Generated by Mt. Hood Community College, CCBenefits, Inc., March 14, 2002.

INDIVIDUALS WHO ATTAIN A TWO-YEAR VOCATIONAL or technical degree can expect to earn almost $1.5 million in career earnings over their lifetime, according to new analysis of recent data from the Bureau of Labor Statistics (BLS). The analysis was done by the Washington-based Employment Policy Foundation, using earnings and educational data from BLS's 2001 "Current Population Survey." The breakdown of 40-year, career earnings by educational level includes: no high school diploma - $852,577; high school diploma - $1,222,396; two-year college degree - $1,524,703; bachelor's degree - $1,973,760; master's degree - $2,307.025; professional or doctorate degree - $2,862,914. (AACC Letter, #553, April 9, 2002)

College Goal #1: **Knowledge-Based Workforce** (con't)

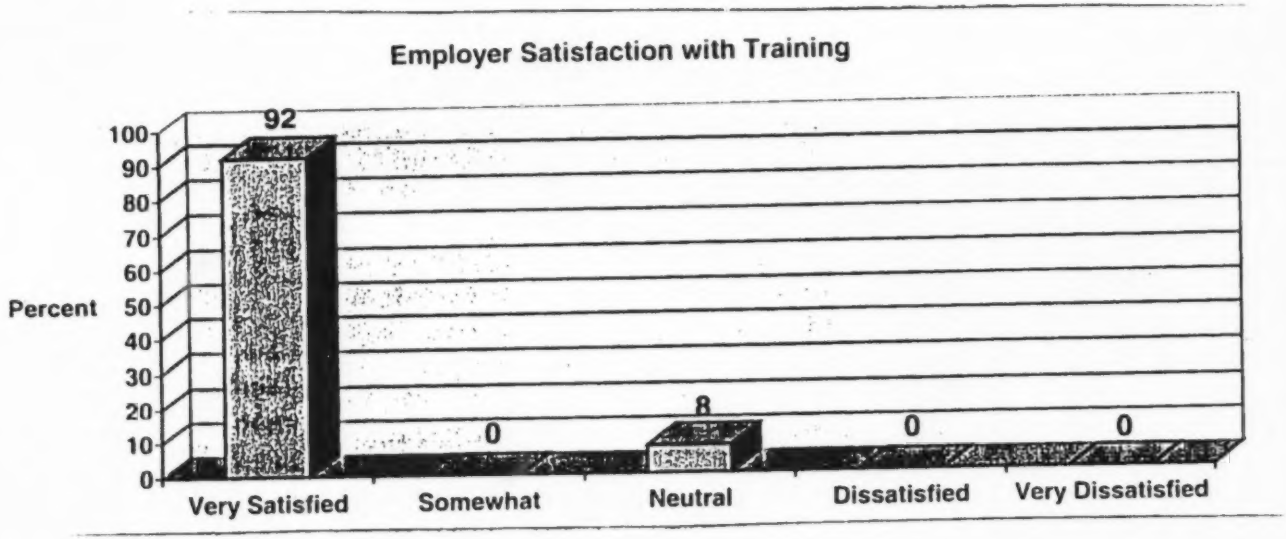
Indicator 1.4. General Education Outcomes. The college conducted an initial analysis of General Education in 2000 based on a survey of faculty and the Class of 2000. The student survey inquired about preparation while the faculty survey sought opinions on the validity of the skills and qualities probed on the student survey. Because of low response rates on both surveys, it was difficult to generalize the findings. The Educational Assessment Task Force reviewed results of the 2000 study and concluded that the assessment of General Education at MHCC was problematic due to the lack of specificity in the definition of General Education and expected outcomes. The Task Force approved an assessment design for interim purposes and recommended that a separate group be established to conduct a full review of General Education and how it should be assessed. The interim assessment, based on tracking student progress across sequential courses and transfer performance, is currently being conducted. In Winter 2002 a General Education Assessment Task Force was established with preliminary results and recommendations expected by the end of Fall 2002.

Indicator 1.5. Faculty Participation in Professional Development Activities. During 2000-2001, 35 faculty participated in the *New Faculty Seminar* sponsored by the Teaching & Learning Cooperative (TLC). Twenty-five faculty participated in teacher improvement exercises offered by the TLC, including two faculty trained as facilitators. The TLC also offered 13 Talking about Teaching sessions and approved 7 innovation grants. The TLC also expanded its efforts to include part-time faculty.

Indicator 1.6. Faculty Satisfaction with Professional Development Activities. Faculty approval and satisfaction with fall/winter in-service sessions and the programs of the TLC remain very positive.

College Goal #1: **Knowledge-Based Workforce** (con't)

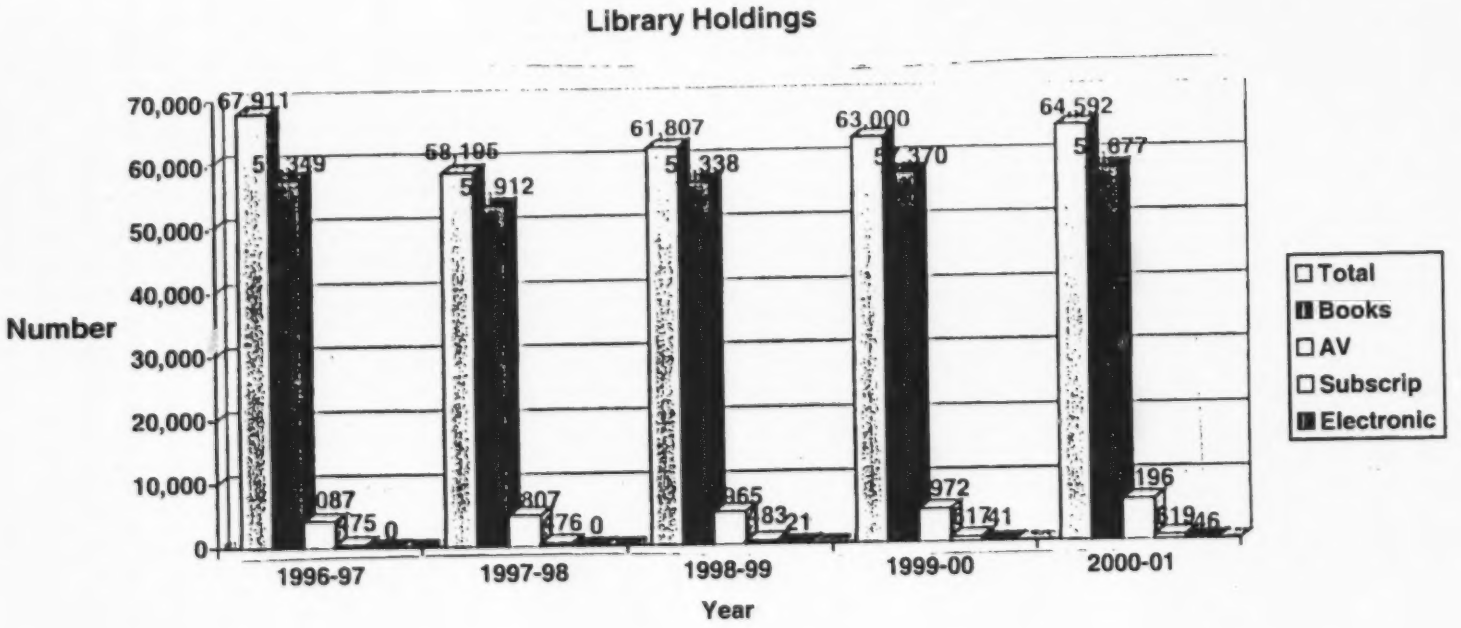
Indicator 1.7. Employer Satisfaction with Professional Development Activities (customized training for business and industry). Based on 2001 survey conducted by the MHCC Training and Employee Development Department , 92% of employers responding to survey rated overall satisfaction with program services as "very satisfied" (N=13). Research & Planning.



College Goal #1: **Knowledge-Based Workforce** (con't)

Indicator 1.8. Library Holdings. Total library holdings increased by 2.5% from 1999-2000 to 2000-2001 (from 63,000 to 64,592). Electronic resources have increased from zero in 1997-98 to 46 in 2000-2001. Increasing electronic holdings will continue to be a priority.

Indicator 1.9. Program Development. Service Learning program initiated.



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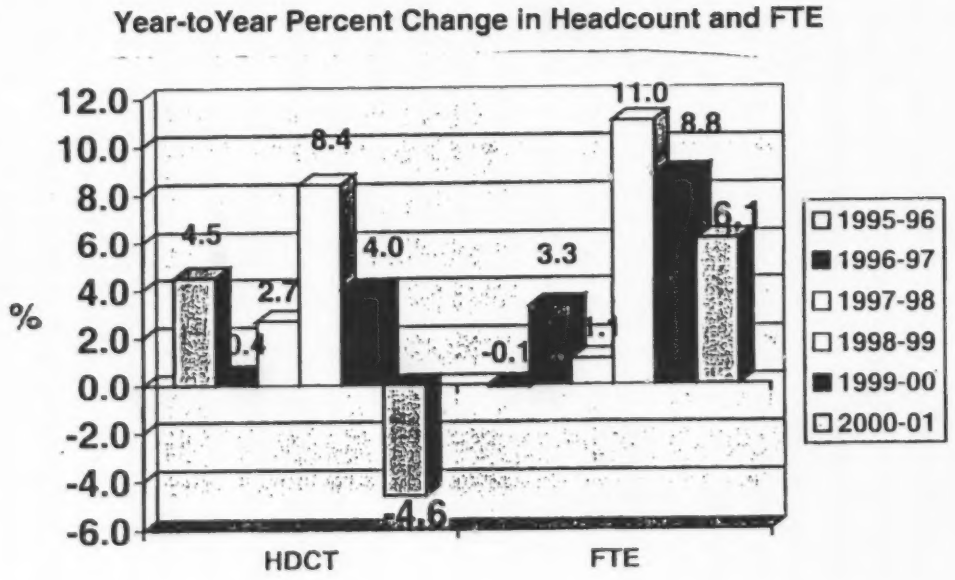
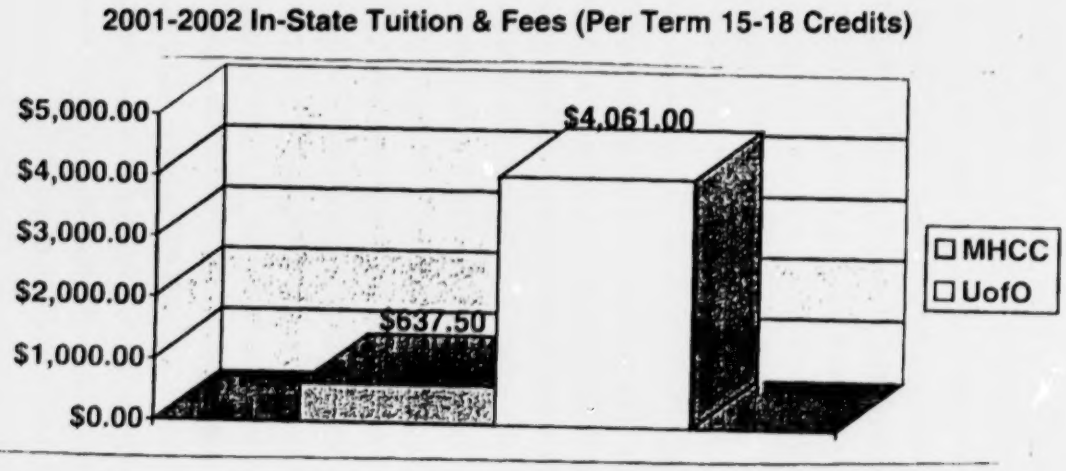
College Goal #2: **Access and Diversity**. Provide affordable and attractive option for members of the community seeking a post-secondary education, including the creation of an environment in which diversity thrives.

Indicator 2.1 Enrollment Target. Increase annual FTE by 5% for 1999-2000 and 2000-2001, and by 3% for 2001-2002. Target achieved for past two years with FTE up 6.1% in 2000-2001 over 1999-2000.



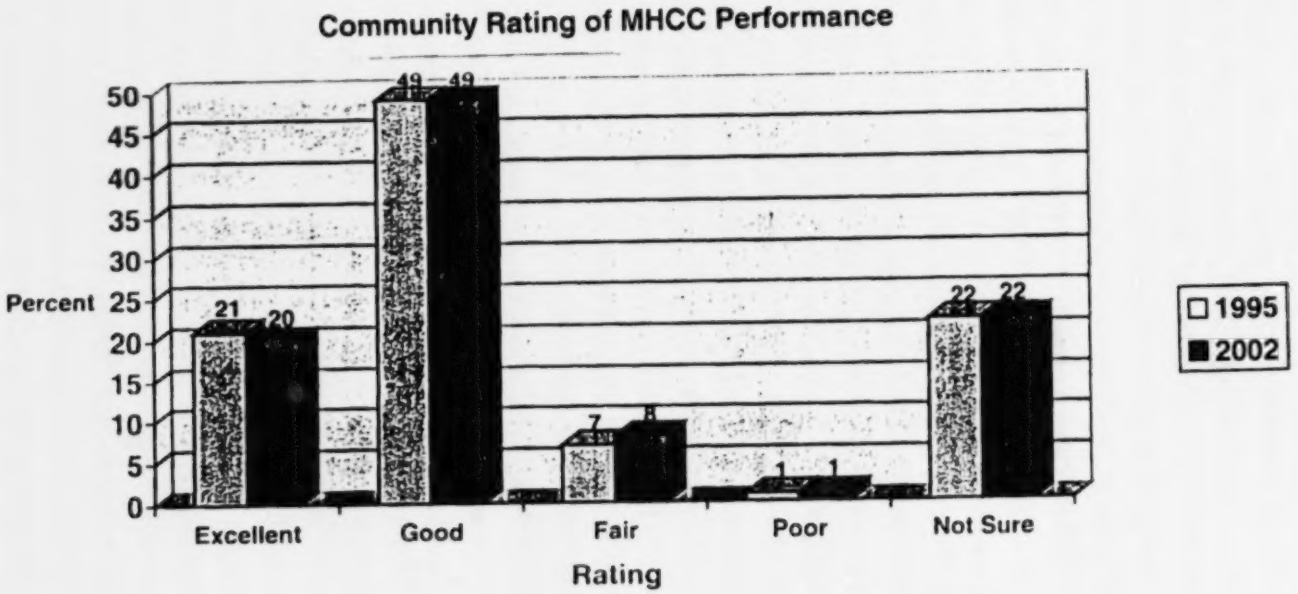
College Goal #2: **Access and Diversity** (con't)

Indicator 2.2. Tuition and Fees. Maintain affordable access relative to costs of alternative providers. As depicted below, MHCC tuition and fees are more than six times less than cost of attending the University of Oregon.



College Goal #2: **Access and Diversity** (con't)

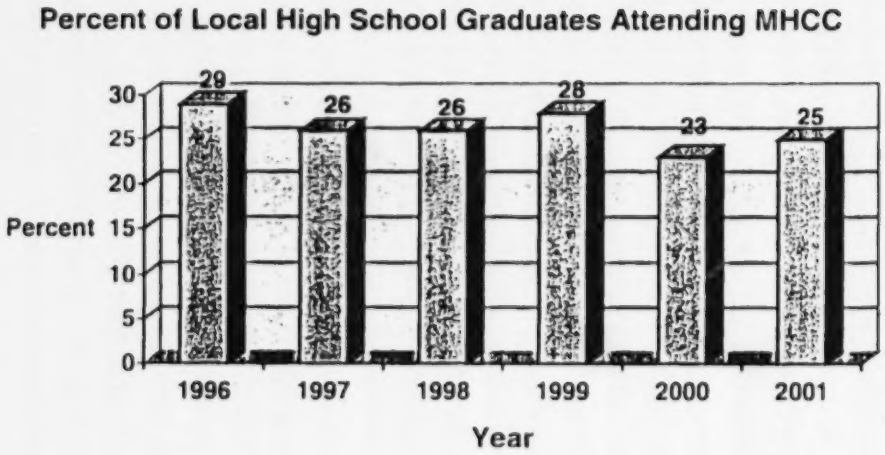
Indicator 2.3. Community Satisfaction. From The Nelson Report (1995) Survey Research Report: "Mt. Hood Community College enjoys an excellent reputation in the community, garnering an extremely high positive rating of 70% (excellent – 21%, pretty good – 49%). Only eight percent gave the college a negative job rating (only fair – 7%, poor – 1%), and 22% were not sure. This is an outstanding job rating. The Nelson Report conducts survey research projects for a multitude of school districts and community colleges across the state. This job rating is in the top five percent of those districts and colleges combined." Similar results were found in January 2002 survey.



College Goal #2: **Access and Diversity** (con't)

Indicator 2.4. Marketing Outcomes. Measurement design and standards to be done.

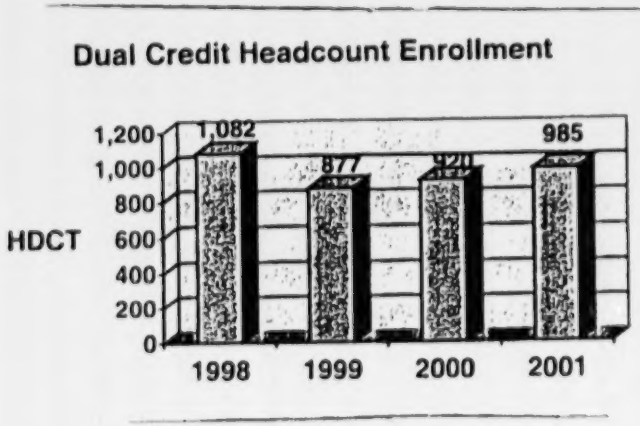
Indicator 2.5. Market Share of Local High School Graduates.

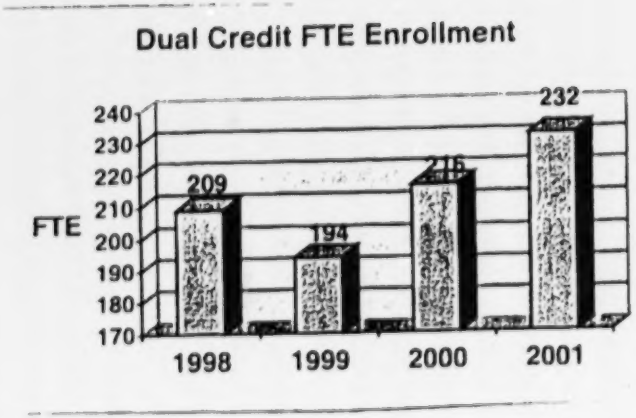


College Goal #2: **Access and Diversity** (con't)

Indicator 2.6. Performance of Guided Study Students (students needing remediation in math, writing or reading). Target is for students that successfully complete Guided Studies, subsequent academic performance and retention will be equal to that of entering students that did not need remediation. For the 1996-1999 period, the grades of each of the 1,059 students who completed all of their Guided Studies requirements were compared with their classmates in each of the classes in which they enrolled after completing the last requirement. The successful Guided Studies students average GPA of 2.68 was significantly lower ($p<.01$) than the other students' average GPA. The former Guided Studies students also have a much lower degree completion rate than non-Guided Studies students (4.6% versus 10.6%).

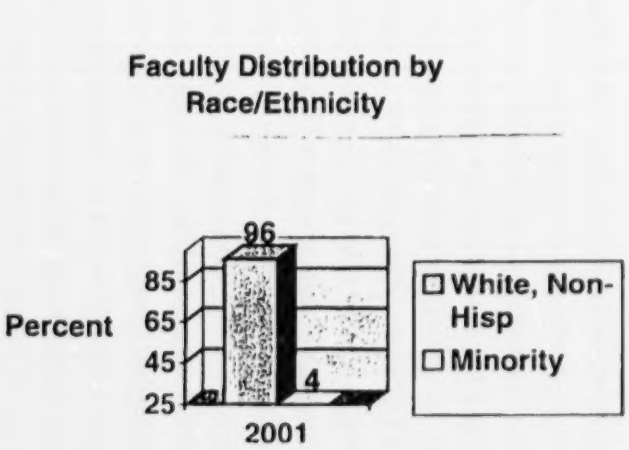
Indicator 2.7. Dual Credit Enrollment.

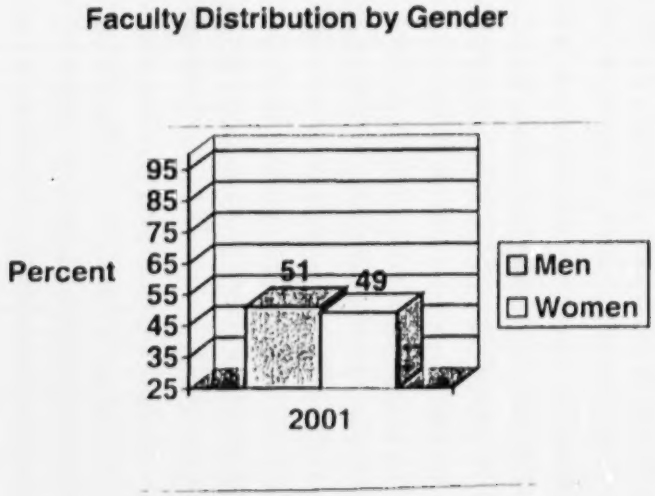




College Goal #2: **Access and Diversity** (con't)

Indicator 2.8. Employee Diversity Profile. Faculty profile by gender and race/ethnicity, IPEDS fall 2001 Staff Survey.



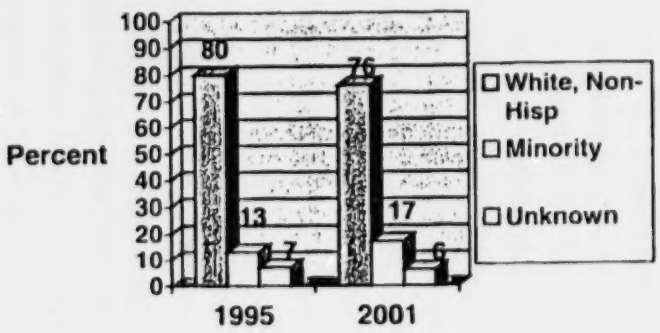


College Goal #2: **Access and Diversity** (con't)

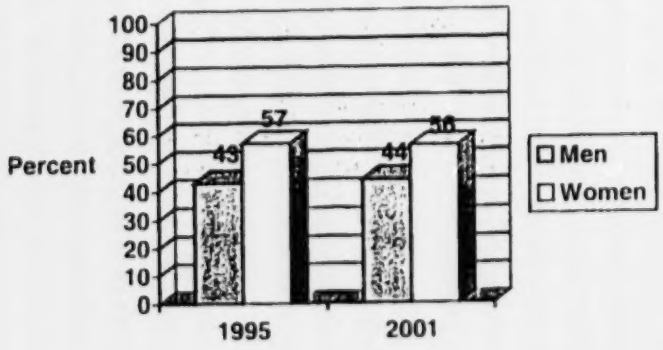
Indicator 2.9. Student Diversity Profile. Student profile by gender and race/ethnicity, MHCC Fact Book, Research & Planning.

Indicator 2.10. Student Performance by Diversity. To be done.

Student Distribution by Race/Ethnicity

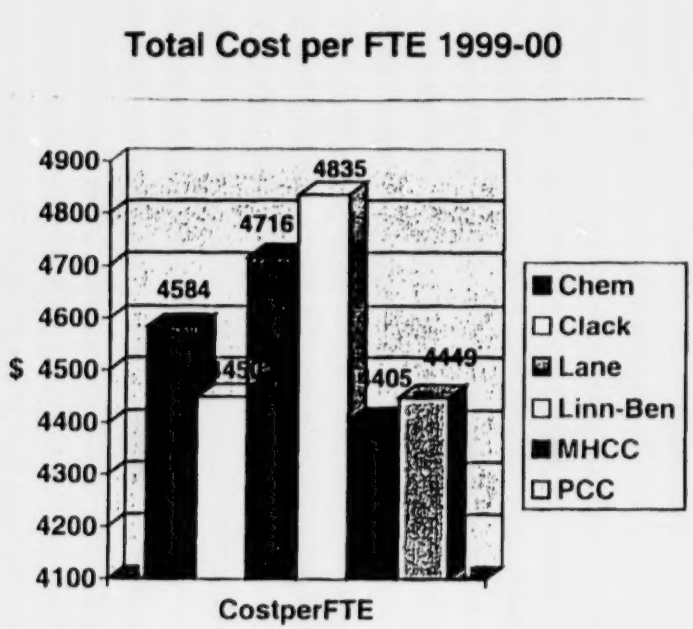


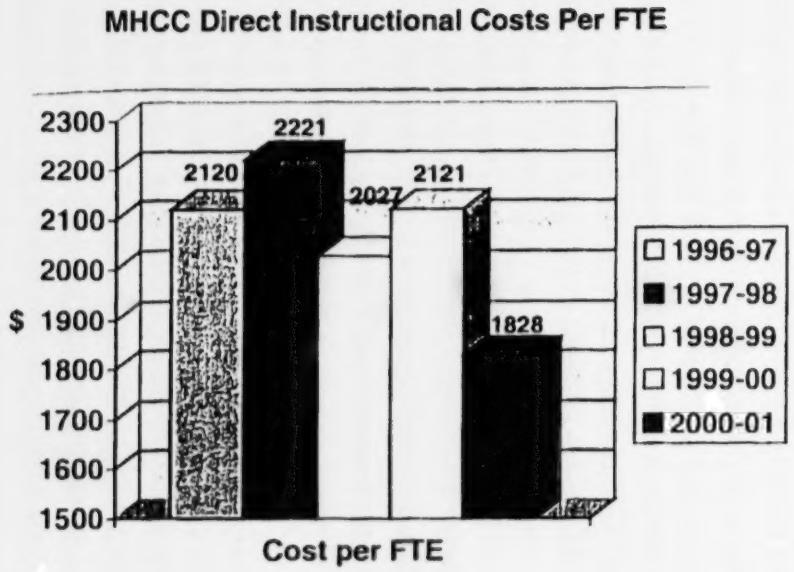
Student Distribution by Gender



College Goal #2: **Access and Diversity** (con't)

Indicator 2.11. Cost/Revenue. Comparable to peer colleges. OCCS Revenue and Expenditure Report, Cost per FTE for 1999-00. MHCC direct instructional costs per FTE, Instructional Cost Model, Research & Planning.





College Goal #2: **Access and Diversity** (con't)

Indicator 2.12. Web Development. Plan completed – see SUMMIT eCampus Conceptual Brief, Extending Learning and Instructional Technology. Title III grant application submitted in March 2002. Web-based registration currently being implemented. Benchmarks and evaluation measurements to be done.

Indicator 2.13. Distance Education Program Development. Ten new courses developed each year – currently being met.

Indicator 2.14. Distributed Instructional Technology. Increase Web-enhanced courses by 10% per year over next 5 years. See SUMMIT eCampus plan.

College Goal #3: **Requirements of Economic Development**. Develop programs with emphasis on information, engineering, bio-medical and biological technologies.

Indicator 3.1. Program Development and Enrollment Targets. Program development efforts include collaboration with PSU in strengthening Engineering transfer program, Medical Imaging program, and Bioinformatics. Benchmarks and evaluation measurements to be done.

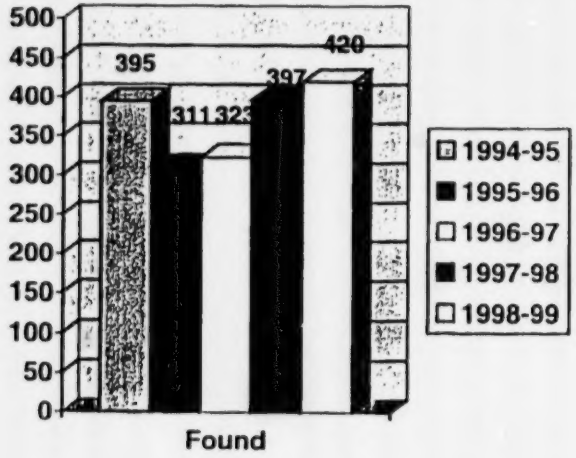
Indicator 3.2. Economic Development and Job Creation Targets. *Operation Workforce Recovery* initiated with six short-term training programs offered in fall 2001: Office Assistant Specialist, Phlebotomy, Certified Nursing Assistant (CAN), Microsoft Office Users Certification, Medical Customer Service Representative, and Welding. Benchmarks and evaluation measurements to be done.

College Goal #4: **Transitions**. Provide seamless transfer opportunities to colleges, universities and careers.

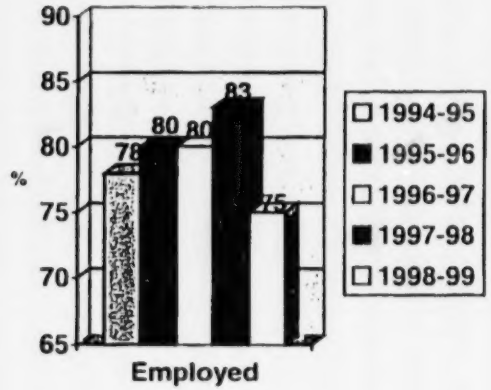
Indicator 4.1 Job Placement (Graduates). 70% of professional technical graduates are employed or continuing their education in field of training. The figures below are based on OCCURS/Oregon Employment Division Wage Match Analysis for MHCC graduates of professional technical programs through 1998-99. Due to legal issues, administrative unit record data matching was suspended, but is scheduled to begin again with Class of 2001.

Indicator 4.2 Job Placement of Non-Graduating Completers. Not available at this time.

Number of Graduates Found in Match

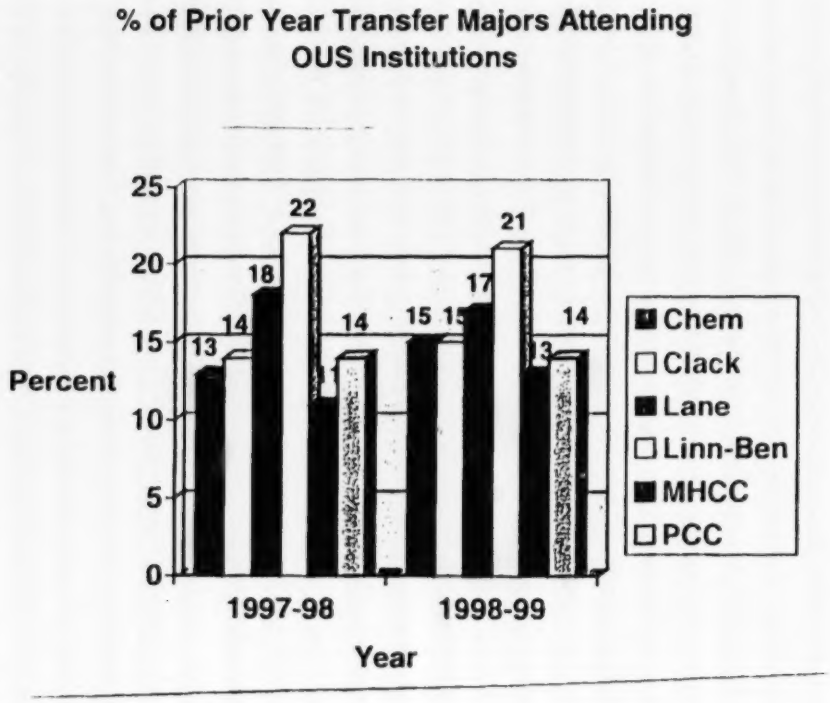


Post-Program Employment Rate



College Goal #4: **Transitions** (con't)

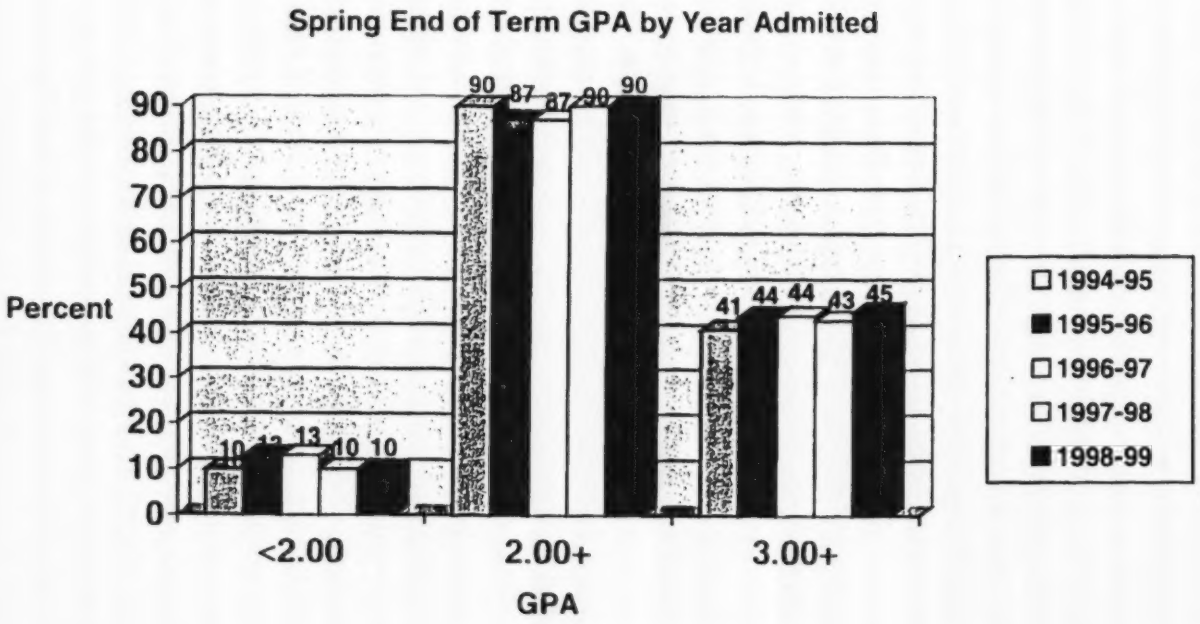
Indicator 4.3. Number of Transfers. Maintain level of transfer majors attending Oregon University System institutions, Department of Community Colleges and Workforce Development.



College Goal #4: **Transitions** (con't)

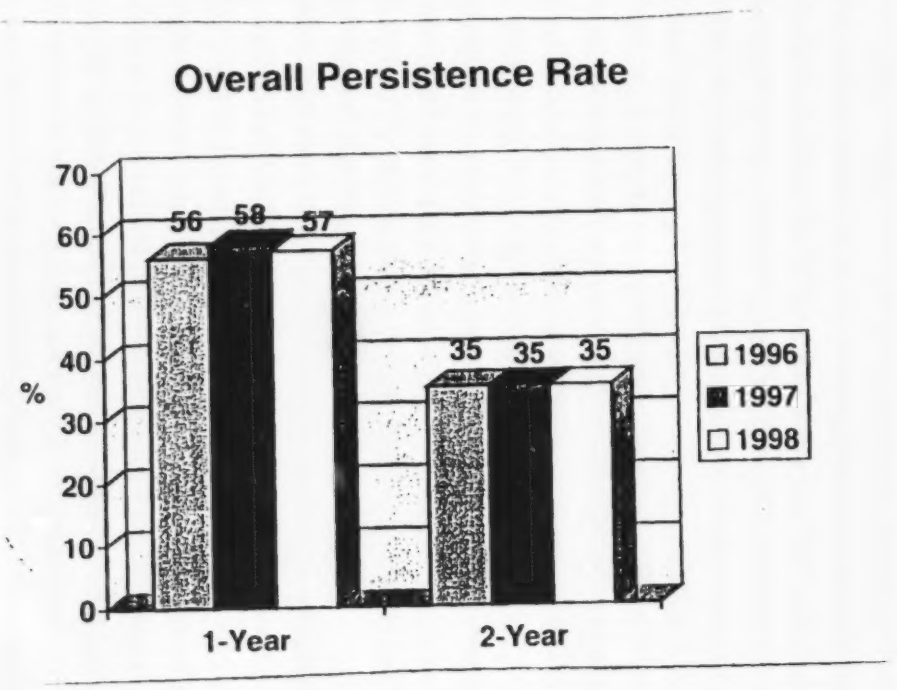
Indicator 4.4. Transfer Performance. 90% of MHCC transfer students to OUS system maintain a minimum of 2.00 GPA, Department of Community Colleges and Workforce Development.

Indicator 4.5. Transition from GED/ESL to college credit programs. To be done.



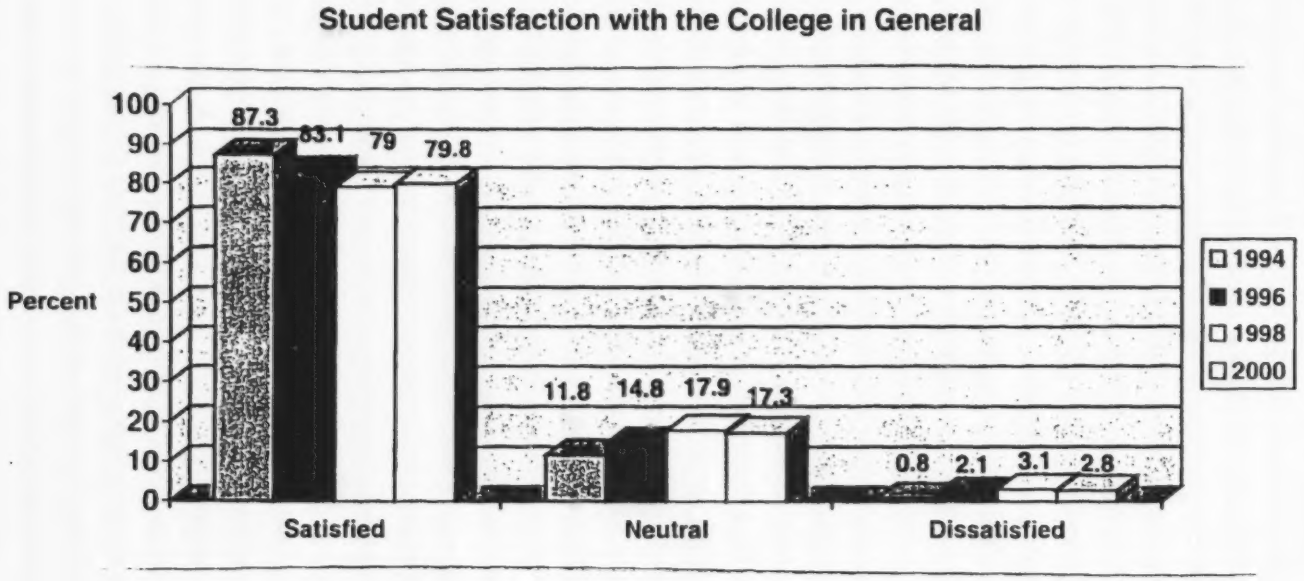
College Goal #5: **Student Success**. Provide infrastructure and support services to ensure student success.

Indicator 5.1. Persistence. Increase overall persistence rate by 3%. The figures below show that the overall persistence rate has remained fairly stable over the years: just over half of first-time degree-seeking students who enrolled in the fall returned the following spring and approximately one third returned two years later.



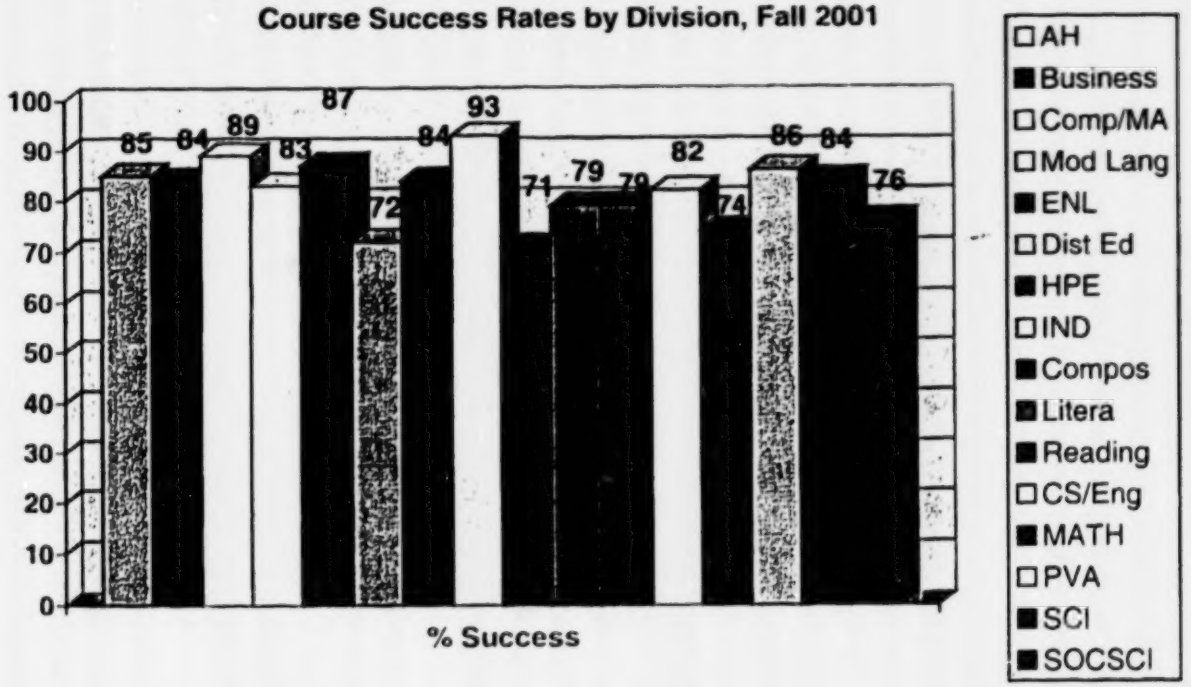
College Goal #5: **Student Success** (con't)

Indicator 5.2. Student Satisfaction. Maintain "excellent/good" overall level of satisfaction with the college in general (ACT student opinion survey). Student satisfaction with the college in general – 1994, 1996, 1998 and 2000 (survey of students based on a random sample of credit courses). Reported as very satisfied/satisfied, neutral, dissatisfied/very dissatisfied. The sample size and response rate varies from year and thus, care should be taken in interpreting results. MHCC Research & Planning.



College Goal #5: **Student Success** (con't)

Indicator 5.3. Course Success. Percentage of students receiving a C grade or higher, CARS course retention/success reporting system

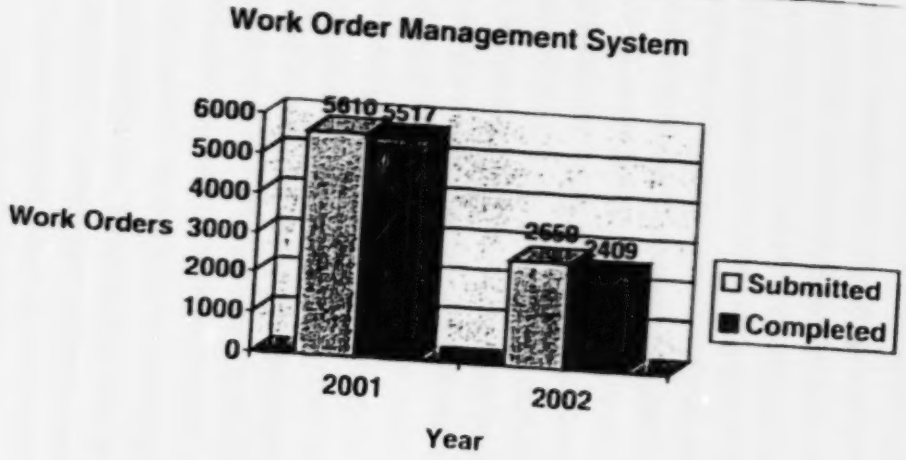


College Goal #5: **Student Success** (con't)

Indicator 5.4. Implement Facilities Master Plan. Full implementation contingent on passage of a local bond measure ($68.4 million proposal on May 2002 primary election). In the interim, planning continues with regard to needed facility improvements, University Center, and Allied Health/Biotechnology building (BOORA Architects). Facilities maintenance needs being addressed via debt service program (Certificates of Participation – COP) issued in 2002 and currently being implemented.

Indicator 5.5. Facilities Maintenance Schedule. Maintenance schedule is implemented according to specified time lines. Work Oreder Management system implemented in September 1999. Since then 13,115 work orders have been submitted and 12,070 (92%) have been completed. Average number of work orders submitted per month is 485. See graphs below describing work order completions by fiscal year, 2001 and 2002 year-to-date.

Indicator 5.6. Customer Satisfaction with Facilities Maintenance. TBD



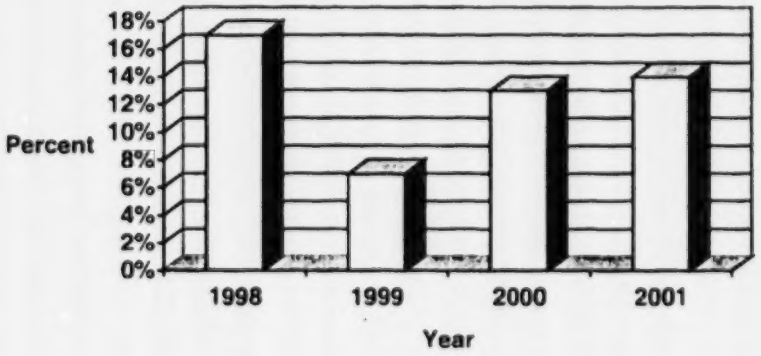
College Goal #5: **Student Success** (con't)

Indicator 5.7. Fund Raising. Annual percentage change in asset growth of MHCCD Foundation described below in graph (all funds including investment growth on endowment funds). Over last four years, annual percentage growth rate in gift revenues (donations) is nearly 15%.

Indicator 5.8. Capital Campaign. TBD.

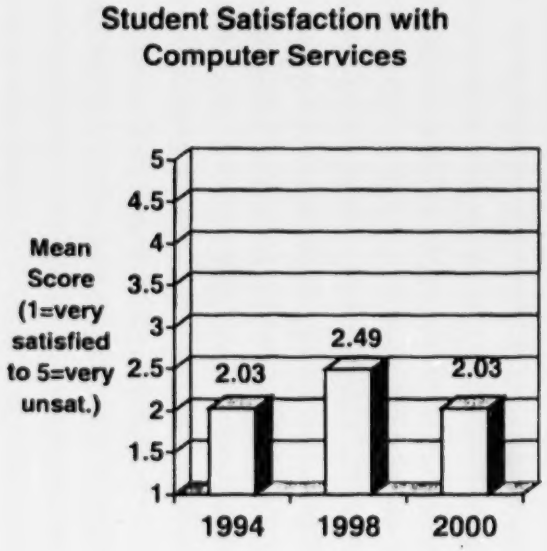
Indicator 5.9 Technology Funding Level. Original budget target for technology funding was 2.25% of annual operating budget. Although this target has been met, level of funding was not sufficient to meet needs, especially with regard to upgrade of existing computer stock. In 2002, a debt-servicing plan is being implemented (over $1 million from certificates of participation).

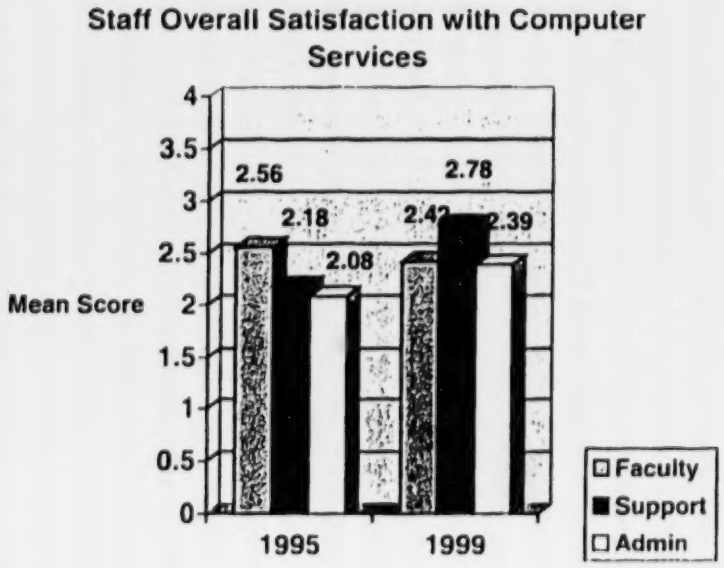
Foundation Annual Percentage Growth in Assets



College Goal #5: **Student Success** (con't)

Indicator 5.10. Computer User Satisfaction. Maintain "excellent/good" overall level of satisfaction ("Computer Use" survey – Title III project). Student satisfaction from ACT Student Opinion Survey. Staff results from *Computer Use Survey*, RMC Research Corporation, August 1999. Staff Surveys conducted in May 1995 and May 1999: Please rate the overall service provided by Computer Services, mean score with range of 1 = *excellent* to 4 = *poor*. Caution should be taken in interpreting the increase in dissatisfaction registered between 1995 and 1999. Technology access has increased significantly since 1995 and results for 1999 may reveal an increase in expectations, stretching the ability of Computer Services to provide needed support. This is reflected in the variability of responses (large standard deviation, especially for 1999 results for support staff).

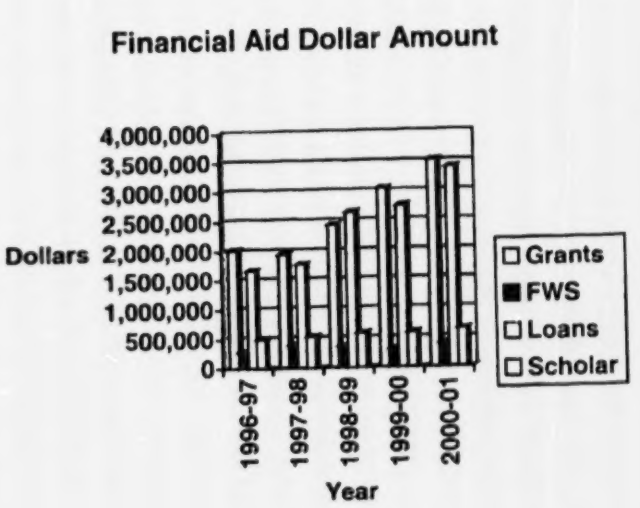


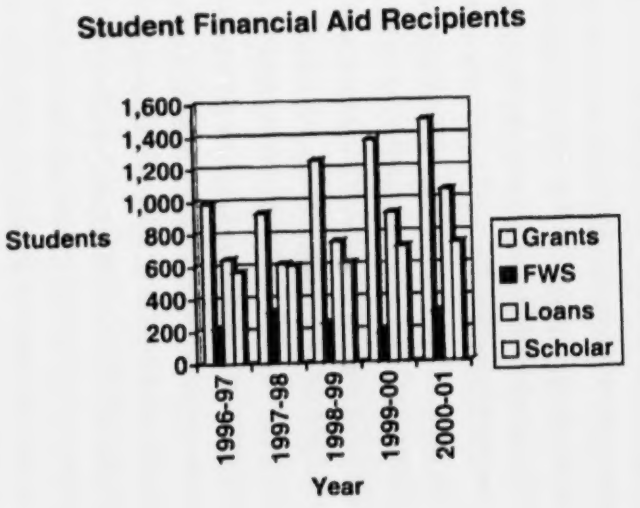


College Goal #5: **Student Success** (con't)

Indicator 5.11. Equipment Objective. Provide sufficient state of the art equipment (monitored by funding distribution across areas). TBD

Indicator 5.12. Student Financial Aid. Grants, Federal Work Study (FWS), Loans and Scholarships/Waivers – dollar amount and number of students from 1996-97 to 2000-2001. Note that grant aid has increased from $2.0 million and 988 students in 1996-97 to $3.5 million and 1,491 students in 2000-2001.





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College Goal #5: **Student Success** (con't)

Indicator 5.13. Childcare for Parent Students. TBD

Indicator 5.14. Instructional Support Services. TBD

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